



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

In Campbell Union School District (CUSD), we believe in educating each student to their highest potential. Blackford Elementary School is a TK-5th grade school located on the border of San Jose, CA and Campbell, CA. At Blackford Elementary School, our mission is to uphold high expectations and empower all students to achieve academic success. We seek to create lifelong learners who perform above grade level and contribute to a global society. By creating unique opportunities for all students at every grade level, Blackford staff believes in supporting students through their learning strengths and providing real context for learning. Blackford houses the Santa Clara County Orthopedically Impaired program in TK-5th grade, as well as has a variety of students from various ethnic and socio-economic backgrounds. Through our belief and focus on inclusion and equity, Blackford offers our diverse community of learners a place to thrive.

Currently, 68.4% of students are Hispanic, 10% are White, 4.5% are Asian, 7.6% are black and the remaining population consists of multiple backgrounds. As of April 2022, 60% are Socio-Economically Disadvantaged (SED), 58% of students receive free/reduced lunch, 39% are English Learners (ELs) and 12% are Students with Disabilities (SWD). The ratio of students to teachers in classrooms are 1:24 in TK-3rd Grade and 1:30 in 4th-5th grade. If the number of students exceed 20 in TK, an instructional aide is provided.

At Blackford, we provide students with diverse experiences they may not otherwise get to participate in. We are currently revamping our Science Technology Engineering Arts and Mathematics (STEAM) classroom designed for teachers and experts from outside organizations to allow for students to create various projects and partake in different activities related to STEAM. Students in all grade levels use the STEAM room every year and have learned to sew, create roller coasters, bridges and other structures, as well as create various art projects that are sold and/or made for various school events. We pride ourselves in creating unique opportunities for our students as many of them may not be able to experience these activities on their own.

Blackford finds it extremely important for students to participate in field trips, assemblies and benefit from partnerships with outside organizations who can bring experiences to life at school and allow for students to have a memorable education. All grade levels go on multiple field trips and experience monthly assemblies throughout the school year that align to various Common Core State Standards and content areas taught in the classroom. Through a partnership with San Jose Art Museum, our students have been able to learn from and participate directly with a resident artist. Through this art program, our students have been exposed to various artistic mediums and art experiences. Our students are also able to experience unique opportunities through our partnership with the Los Gatos Assistance League and Project Cornerstone. These partnerships are vital for our students and provided lasting memories and experiences that our students continue to talk about well after they have left Blackford.

Blackford teachers and staff are provided with continuous professional development around the Common Core State Standards, Professional Learning Communities, Thinking Maps and other strategies to teach the needs of the students we serve. This past year, our staff was trained in Zones of Regulation. This program helps our students with tools and strategies for enhancing self-regulation. Our site has also implemented a social-emotional curriculum called, Character Strong. Our staff is also involved in participating in Anti-Racism and Equity training through Character Strong modules. Teachers consistently provide enrichment opportunities for students in all grade levels and challenge students in order for them to reach their highest potential. Teachers continuously plan and collaborate around common formative assessments in order to target the individual learning needs of students, create a plan to support and/or extend their learning needs and adjust instruction as needed. At Blackford, we believe ALL means ALL and that every student matters and will learn.

The Covid-19 Pandemic created new challenges for teachers and students. In 20-21 teachers worked extremely hard to meet students' needs through distance learning and provided opportunities for them to learn in small groups whenever possible. Teachers communicated with families more than ever before in order to ensure that students were able to log-in and participate in class and access content material. The transition phases to in-person instruction, first in a hybrid model and then to a full in-person model, made them think creatively in new ways. The teachers and staff at Blackford rose to the occasion of supporting our students to the highest potential and ensuring they continue to get the best education and experience possible. Our teachers have continuously learned new ways to engage students in learning and will continue to support them so that they succeed academically. This year our teachers took these experiences with them into the classroom to improve their "in person" instruction. As the pandemic continued, our staff has persevered and responded to making sure our students' needs are being met and academic gaps are being addressed. Responding to students' social-emotional needs throughout the year has been a priority. At Blackford, meeting the needs of the whole child is a priority.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Currently, Blackford Dashboard data shows that in English Language Arts (ELA) English Learners increased 11.3 points, Hispanic Students increased 11.1 points, and Socioeconomically Disadvantaged students increased 12.7 points. In Math, Students with Disabilities (SwD) increased 16.8 points. Also, 42% of English Learners are making progress toward English Language proficiency.

The Blackford Dashboard indicators also showed progress for certain subgroups when looking at chronic absenteeism and suspensions. Our chronically absent white students declined by 1.2% and were in the green performance color. When looking at suspensions, African

American students who were suspended declined by .5% and were in the green performance color, and students of two or more races were not suspended and were in the blue color band.

At Blackford, we have created an attendance task force along with a Student Study Team (SST) task force comprised of teachers, support staff and administrators. In these task forces, we analyze data in order to come up with solutions for decreasing absenteeism as well as addressing students that are referred through the SST process. These task forces have provided a solution based approach with multiple perspectives for supporting students. While distance learning during the Covid-19 Pandemic was a challenge, it has allowed us to communicate with families more regularly and have access to students in new and unique ways. We were able to see inside their homes and get to know them more which has given us more context and understanding about their home environment. During Distance Learning, site admin and staff made more home visits and personally delivered materials in order to ensure our students had what they need in order to learn. This extra effort showed families the willingness to support them, and in turn it allowed for families to be more open with us and sharing their personal experiences and what is impacting their child's learning. We have been grateful for this improved relationship with families and have tried to continue this communication and willingness to do whatever we can to ensure students learn.

This year our Local Indicators showed growth in Winter DIBELS assessments baseline Overall scores of 30% to 37%; Kinder showed the most growth moving from Overall score of 8% to 34%; and Kinder subtest PSF went from 0% to 26%. Providing our Kinder teachers extra support during progress monitoring through the use of Instructional Assistants or Teachers on Special Assignment gave our teachers the opportunity to be more consistent in their implementation with progress monitoring.

In grades 2-5, our overall Spring iReady Reading scores reflect increases in all subgroups: Our Overall scores went from baseline of 33% to 37%; English Language Learners (EL) showed slight increase going from 17% to 18%; Students with Disabilities (SWD) went from 17% to 20%; and Students who are economically disadvantaged (SED) showed a 3% increase moving from 31% to 34%. Our commitment to small group instruction using Sonday Systems 2 intervention curriculum and integrating our three Instructional Assistants, Equity and ELD TOSAs (Teachers on Special Assignment), plus the addition of a part time Reading Intervention teacher to support students in grades 2-5 has influenced outcomes for students and has contributed to students developing and mastering skills in phonemic awareness, foundational reading skills, spelling and vocabulary development, as well as comprehension skills. Our 2nd grade students also had the opportunity to receive additional support through Reading Bootcamp after school program, provided by the District.

Our iReady Math assessments for Grades 1-5 show slight gains: Overall scores remained the same at 27%; Students with Disabilities went from 25% to 29% and Students who are economically disadvantaged remained consistent at 23%. The addition of a district funded Math TOSA (Teacher on Special Assignment) is helping to influence student outcomes and build teacher capacity. All three of our TOSAs (Teachers on Special Assignment) have been able to support small group instruction either pushing into classrooms, or providing targeted small group instruction focused on increasing math skills.

This year, despite not being able to have as many "in person" events, we tried to increase the amount of Coffee with the Principals in an effort to make sure parents and caregivers felt informed and included. Teachers continued with the implementation of SeeSaw, Google Classroom and email in order to communicate consistently with families. Our partnership with the Blackford PTA allowed for us to still sponsor events for our students to enrich their school experience and bring together home and school. We were able to hold a Pumpkin Patch experience, APEX Fun Run, Family Math Night, Stories Under the Stars and Scholastic Book Fair, 5th Grade Middle School Social Night, and 5th Grade promotion. Our school garden was revived this year, thanks in large effort of the PTA parents. Together they created a

space to welcome our students to learn more about living things, taste the plants we are able to grow in our garden giving them new experiences, and allowing them a space to sit and reflect in nature. Every child was given the opportunity to go to the garden during lunch recess if they so chose to do.

We also focused a lot on students emotional well being and fostered growth mindset and kindness through assemblies and schoolwide kindness activities. Events like Pinwheels for Peace, Canned Food Collection for local charities, Kids Heart Challenge through the American Heart Association helped foster Profile of a Graduate competency of empathy. Monthly Bobcat Assemblies via Zoom helped increase schoolwide pride and sense of belonging as we came together as a community to celebrate, share school spirit and listen to Project Cornerstone monthly book read aloud and themes discussed. Our students were also able to participate in monthly assemblies focusing on content standards or SEL concepts, such as NED Mindset Mission; Happy Hollow Animal Assembly; CA Dairy Council Dairy Cow Assembly; APEX Fun Run focusing on leadership skills; BMX Bike Assembly focusing on promoting positive lifestyles, education, inclusiveness, and turning Positive Thoughts into Purposeful Action; SJ Taiko Drummers; and Zun Zun Watershed Assembly.

Providing our students enrichment and experiences in an effort to build their background knowledge, increase their academic vocabulary, increase their awareness of others and enhance tolerance, develop positive growth mindset and empathy towards others, experience new situations and participate in activities they may normally not have the opportunity to do so in their home life is important to us at Blackford. Making sure Blackford provides a well rounded engaging supportive experience for every child will help increase attendance rates, and increase students' sense of belonging which in turn helps support students with behavior needs and helps to increase academic achievement.

Our Studer Survey data reflects our parents feel respected at Blackford. They also reported the teachers, staff and administrators demonstrate a genuine concern for my child. The third top score reflected parents feel the school provides a safe environment for my child to learn. Our student survey results reflect students feel their teacher cares about them; learning is important at my school and my principal is a good leader.

Our Panorama Survey data areas of strength 82% of our students reflected they care about other people's feelings (empathetic), and 82% of our students report the adults at the school give them support. Sense of Belonging was also reported at 73%, which was one of the second highest ratings of district schools in the Fall.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When looking at the Blackford Dashboard data, there are areas for growth. While we have made some progress for certain student groups in the areas of Chronic Absenteeism, suspension rates and math, this is an area of need overall. We plan to address these areas in order to support all students. When looking at Chronic Absenteeism, Students with Disabilities increased 8%, African Americans increased 4%, Hispanic students increased 2% and Socioeconomically students increased 2%. As a task force, we will look to see which specific students are struggling the most and determine an action plan to support those students. We will determine hurdles that are affecting those students

from getting to school on time and meet with their parents to determine how we can get them to school. This action will include dates that will allow for us to check-in and determine whether their attendance is improving and whether we need to adjust and make changes for those students if it is not working for them.

The Dashboard data also shows that our suspension rates, specifically for Students with Disabilities increased the most at 4%. It also shows that White students increased by 3%, English Learners, Hispanic students and Socioeconomically Disadvantaged students increased by 1% as well. Through the use of Positive Behavior Interventions and Supports (PBIS) we will monitor these specific students during our bi-monthly Tier 2/3 meetings to determine targeted interventions that meet the behavioral and social-emotional needs of students in these specific subgroups. Often times, we are able to provide targeted counseling, social and coping skills groups, Check-in/Check-out behavior system, and therapeutic services if needed through our school-linked services agencies. We are very fortunate to have a full-time counselor who is able to connect students and families with various supports and resources based on the needs of the students and what is determined in the bi-monthly meetings we hold.

Lastly, the Dashboard data shows that Math is a focus overall, as it is in the orange performance color and most student groups declined overall. English Learners declined 6 points, Hispanic students maintained at -2 points and Socioeconomically students maintained at -.9 points. Through the use of progress monitoring assessments such as iReady and Common Formative Assessment (CFAs), we are able to monitor the ongoing progress of students and the standards that are taught during each trimester. Teachers have mapped out the essential math standards and when they will be taught throughout the year. This has allowed for them to plan instruction and determine the best times for reteaching as well as in-class interventions. We have also had the privilege of having a Math Specialist, Teacher on Special Assignment, this year to support students in Kinder-Fifth grade in order to work on foundational math skills. Through the use of CFAs, grade levels are able to determine student mastery of grade level standards and best practices for teaching the standards. Collaboration time as a Professional Learning Community (PLC) have been essential in determining the needs of their students and next steps for instruction across the grade level. These practices will continue into the next school year and time will be provided to teachers for collaboration as this is an essential practice in order for CFAs to be created and analyzed. In June 2021, a few teachers attended the Solution Tree Response to Intervention Professional Development that will support the work of addressing the needs of their students in math.

This year we had an increase in behavioral concerns overall. Due to the Covid-19 pandemic, as educators we anticipated there would be concerns due to increased stressors and influences of the pandemic with isolation and less socialization. Unfortunately, we did have to suspend some students this year due to behaviors which warranted suspensions due to physical aggression and threats to safety of others. Our suspension data reflects an increase of 6 students. We always try to determine alternatives to suspension and we take having to suspend a student as a very serious decision as we want to help our students develop the skills to make better decisions and to also recognize how their behavior impacts others. We increased our supports with Calm Kits in each classroom, as well as increased counseling small group sessions through our Social Worker Intern, our MTSS Instructional Assistant, and partnerships with outside agencies. We implemented a program called "Zones of Regulation" as a way to help our students have tools and resources to learn how to identify their emotions and use of strategies to help them influence their own self-regulation. Our Panorama Data reflects, with students in grades 3-5 self-reporting, a need for support with self-regulation. We also instituted Mindfulness Mondays and mindfulness routines into classroom instruction. We held a Kindness Month, focusing on "kindness to self;" "kindness to animals and living things;" "kindness to family and kindness towards the community." We will also be hiring a PBIS (Positive Behavior Intervention Support/System) Safety and Support position, which will help support our students during recess and increase student leadership opportunities. We also provided parent

workshops regarding "Zones of Regulation" and coping skills this year. We plan to continue providing parents/caregivers with workshops to support their child in the area of social and emotional wellness.

This year, our LCFF Priority 2 indicate declines in implementation with ELA going from a score of 5 (initial implementation) to a score of 3 (initial implementation). In discussing the concerns with our teacher leadership, there is common concern that our students need more support with writing. Teachers would like more support in the teaching of writing. Our site does have a plan to implement Thinking Maps Writing in the coming year 23-24. As a site, we have all committed to furthering our skill in writing across content areas using Thinking Maps. Our ELD and Equity TOSA ((Teachers on Special Assignment) will help build capacity around writing with consistent ongoing focus of strengthening Thinking Map implementation, as well as GLAD (Guided Language Acquisition Design) through our release time and PLC time. Teachers will receive support weekly through coaching, release time, as well as opportunity to participate in ongoing professional development provided by our TOSAs (Teachers on Special Assignment), as well as District mentors and outside professional development opportunities.

Our iReady data reflects a decline in scores, or only very slight overall increase, for our English Language Learners. Our Spring iReady Reading scores show a score of 17% to 18%, and our Spring iReady Math scores show a decrease from 17% to 11%. We will be hiring an Instructional Assistant next year with the express intent to support English Language Learners. Having the additional trained support staff will help grade levels lower the number of students during ELD clustering so there can be more strategic targeted instruction. Our 4th and 5th grade classes focused on math during their ELD clustering this year and they had more growth with students overall. Continuing their focus on RTI model and really devoting to consistent implementation, with the collection of data and regular meetings has increased the impact of their work.

Our LCFF Priority 2 indicators show declines in scores going from a baseline score of 5 in both Math and ELD to a Math score of 2 (Beginning Development) and ELD score of 3 (Initial Implementation.) In discussions with teacher leadership and staff, concerns have been brought forward for more support for ELD clustering and having groups which are rather large for specific ELD levels. The hiring of an additional Instructional Assistant who is specifically trained to support ELD clustering will be beneficial. For Math, discussions were held in having more grade level cross grade articulation opportunities and setting of agreements as far as ensuring academic language which is used across the grade levels. We feel this has impacted some of our students' skills in Math. Our Math TOSA (Teacher on Special Assignment) will also increase her participation in push in to specific grade levels and increasing more opportunities for Co-teaching to build teacher capacity will be provided.

Next year, we will be working on strengthening our Thinking Maps implementation across all content areas. While our staff has been trained in the use of Thinking Maps, we recognize the need to refocus our efforts to ensure Thinking Maps are being consistently and effectively used across grade levels in an effort to support all students, and especially focusing on our students who are struggling with organizing their thinking and to enhance support for our English Language Learners. Our Equity TOSA and ELD TOSA (Teachers On Special Assignment) will help support the reboot of Thinking Maps and GLAD (Guided Language Acquisition Design) to further support our students who are struggling to meet standards. Through increased teacher collaboration time, with the help of Innovation Specialists (Teachers On Special Assignment), who will be teaching students Science and STEAM activities, while grade level teachers meet for Professional Learning Community (PLC) time during the school day, in order to further plan ways to support instruction to help address achievement gaps and develop ways to enhance and ensure our Quality First Instruction.

Our Studer Survey Parent feedback indicates a need to increase regular communication and feedback regarding how students are doing academically and how well their child is learning. Our plan will include increasing the use of SeeSaw by students to share and post work samples, as well as projects. The addition of two Innovation Specialists next school year, will present an opportunity for our students to share their STEAM projects and develop a student portfolio they can share via SeeSaw with parents and families. Increasing teacher/parent communication will also be a goal next year. Setting an expectation that teachers communicate via SeeSaw, email, newsletter, web page, or Google Classroom will be in response to Studer Parent feedback requesting more communication from teachers. Giving parents/caregivers the opportunity for two-way communication was indicated in the Studer Survey results. One other area of concern as reported by 16% of parents at our school, is they would not report they are proud to say they have a child at this school. Our goal will be to have 100% of our parents report they are proud to have a child at this school. Making sure we communicate more effectively as to the schoolwide and grade level events taking place at our site, as well as making sure we live out our vision and mission every day and share out how we are doing that on a daily basis will be a guiding goal going forward.

Our Panorama Survey data reflects we need to improve efforts to bring forward Cultural Awareness (Adults reported at 44% and students reported at 43%). Our antiracism and equity work focused on Character Strong modules. We were able to complete five out of six modules this year, and we plan to complete the remaining module so that all modules are complete by early Fall 2022. Increasing opportunities for more dialogue and discussion of antiracist and equity focused practices will be a focus of our staff meetings and professional development next year. Continuing reading authors and articles promoting anti-racist and equity focused practices will be encouraged next year. This year, several of the staff members took part in reading the book, *Stamped*, by Jason Reynolds and Ibram X. Kendi. Providing Book Studies/Clubs, as well as access to articles will be a featured aspect in our Weekly Memo, which is available for all staff.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our LCAP includes redefined goals created out of a need to support all learners through the multi-tiered system of support process. Educational partner groups clearly indicate the need to support both academic and social emotional needs for students. Our goals are aligned to the 8 state priorities and our district instructional vision to educate each child to their highest potential. Our strategic goal is to provide a high quality multi-tiered system of support for all students. Planned actions are identified as being provided for “all” students, “some” students (actions that principally benefit English Learners, Foster Youth, Homeless, Socio-economically disadvantaged or students with disabilities) or “few” students (intensive interventions for specific students) based on individual need. The goals and overall actions are below:

Goals 1-3:

Goal 1: Provide High Quality First Instruction for all students.

Identified actions in this goal will include basic services such as hiring appropriately credentialed teachers, support staff and administrators, providing standards aligned instructional materials for all, professional development, Professional Learning Community work, every child a reader by 3rd Grade, Profile of a Graduate, Math improvement and anti-racism district wide goals, ensuring healthy learning spaces, and ensuring that we offer a broad course of study for all student including opportunities for enrichment classes beyond the school day. For “some” students the plan describes the out of school time programs, additional intervention staff to support English learners, instructional

associates to support MTSS, class size reduction and additional staff at high needs schools. For “few” students the plan outlines the summer learning program and intensive intervention supports offered through math and reading intervention specialists and collaboration with special education specialists.

Goal 2: Provide high quality social emotional learning for all students.

Identified actions in this goal for all students will be: implementation of the Panorama survey designed to provide data around staff and student social emotional trends for all. Classroom instructional practices and training to support SEL through the use of CharacterStrong, Culturally Responsive teaching, Implementation of Positive Behavior Intervention and Supports (PBIS) and strategies for promoting engagement by focusing on daily attendance. For “some” students the plan includes hiring counselors and psychologists to support mental health needs and offering parent and family education classes for identified parents. The plan supports contracting with an agency that tracks and monitors attendance to reduce chronic absenteeism. Professional development in Zones of Regulation, Trauma informed practices, alternatives to suspension, and Co-Teach/CoPlan. For "few" we implement Safety Care training, Suicide Prevention Training and Protocols and other measures to ensure students are safe in school and at home.

Goal 3: Fully engage parents/guardians, students and the community in support of students well-being.

Identified actions in this goal for all students will include community engagement through regular surveys and educational partner engagement meetings, district communications, and implementation of See Saw as a parent engagement tool. Actions for “some” students will highlight support offered through school linked services support and Community Liaison support to reach out to engage families. Supportive actions for “few” in the plan are bus transportation and community bus passes to support homeless students or foster students in need, partnerships with outside agencies and nurse support for identified students/families.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Blackford was not identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a list of dates where we engaged feedback from our different stakeholder community groups.

English Language Advisory Committee - 9/10/21, 12/10/21, 3/11/22, 5/13/22, 6/3/22

School Site Council - 9/30/21, 10/21/21, 12/9/21, 2/17/22, 4/14/22, 5/26/22, 6/2/22

Parent Teacher Association (PTA) - 8/12/21, 9/9/2021, 10/14/2021, 11/11/2021, 12/19/2021, 1/13/2022, 2/10/2022, 3/10/2022, 4/14/2022, 5/12/2022, 6/10/2022

Coffee with the Principals: 9/3/21, 10/1/21, 1/7/22, 2/4/22, 3/4/22, 4/1/22

Guiding Coalition (Teacher/Staff Leadership group): 9/7/21, 9/21/21, 10/19/21, 11/9/21, 12/7/21, 1/4/22, 1/18/22, 2/1/22, 2/15/22, 3/1/22, 3/15/22, 3/29/22, 4/28/22, 5/10/22, 5/24/22,

Studer Survey-January 2022

A summary of the feedback provided by specific educational partners.

Feedback from our educational partner groups consistently showed the need for reading support and intervention, continued support during recess, social-emotional learning, and the need for academic support in the classroom with instructional aides were all recurring input with each educational partner group. Enrichment opportunities were also something partners wanted to continue with an emphasis on music in the lower grades and STEAM, as well as field trips and assemblies.

Based on this input and information, we will continue with similar goals for our LCAP for the next three year cycle. There are intentional goals for academics and for social emotional and behavioral learning. Within each goal we will be able to intentionally and transparently identify actions and services to support "all" children, "some" children and "few" children. This also allows us to look at equity of funding and ensure that our resources are aligned to areas where data tells us we need additional support. A theme from our teacher and staff educational partner groups indicated the need for more intervention supports for students struggling academically and our English Language Learners. This need will lead us to allocate targeted funds for professional development to build the capacity of our teachers to provide Tier 2 academic and social emotional supports for students. Additionally, we are going to hire an additional part time Grade 3-5 reading intervention teacher, and an Instructional Assistant specifically trained to support instruction of our English Language Learners. The pandemic and resulting school closures really created a greater need for counseling, social emotional learning and interventions. This past year our site implemented a program to support our students emotional wellbeing called "Zones of Regulation." We will continue to bolster that implementation next year with the support of our relationships with community agencies such as Pacific Clinics.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As mentioned above we have created new goals for our LCAP based on the needs of our stakeholders. Goals 1-2 are new to this plan and were put in place as aligned to stakeholder feedback.

Goal 1: Provide high quality first instruction for all students.

Goal 2: Provide high quality social emotional learning for all students.

Goals 3 (remained the same): Fully engage parents/guardians, students and the community in support of student well-being.

As a result of the educational partner engagement you will see the following items reflected in our LCAP: Additional funding for social emotional learning resources and support, recess support program, Instructional Aide positions, Library Media Aide, additional Reading Intervention Teacher part-time position specifically for students in Grades 3-5, parent education nights (i.e. helping with math at home, technology safety, trauma informed support and practices, SEL for parents and caregivers, etc.), enrichment opportunities, field trips, assemblies, school counselor, Equity Coach and assistant principal. Parents as educational partners also expressed the wish for more opportunities for sports for our students after school or during the day, during recess. Our site, does partner with BAWSI (Bay Area Women's Sports Initiative), to work with our 2-5 grade female students each week. BAWSI runs a twice a year program, one in the Fall and one in the Spring. This year we had over 5 girls participate, which was a pleasant surprise due to concerns the enrollment might be lower due to Covid concerns. One thing we discussed with BASWI for 22-23 is the possibility for BASWSI coaches and the girls participating to help run some sports activities at lunch recess. This would not only just benefit female students, boys would be able to participate as well.

Goals and Actions

Goal

Goal #	Description
1	Provide high quality academic first instruction for all students.

An explanation of why the LEA has developed this goal.

CUSD is a data informed system. We use data to determine areas of strength and weakness and it helps us respond to instruction in professional learning communities. Current SBAC and local iReady academic data reports indicate that we have a disproportionate amount of students performing in tiers two and three, indicating that additional supports for students and teacher training are needed in tier 1. Data also demonstrates that there is an achievement gap between "all students" and our identified student-groups. (low socio-economic, English Learners, Foster Youth and students with disabilities) We examine academic data from both a growth and overall proficiency standpoint. SBAC data indicates that there is trend of students not maintaining proficiency as they move from one grade level to the next in math. Because of this concerning data trend we have developed this goal to ensure that we are examining the quality of instruction that ALL students receive in tier 1. Improving our first instruction through our professional learning community work and the actions associated in this LCAP plan will lead to greater teacher efficacy and student growth and achievement levels. As part of our anti-racism work, we have aligned a goal in this area that is to increase the racial literacy of our system. In order to provide high quality first instruction we must allow staff to learn and lean into discomfort to uncover bias. We will develop along a continuum in our pursuit to better serve all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities	As reported on each school's 2020.2021 SARC: <ul style="list-style-type: none"> No teachers are missassigned, no positions are vacant 100% of students have access to standards 	2021.2022 0 teachers are mis-assigned, 0 positions are vacant <ul style="list-style-type: none"> 100% of students have access to standards aligned instructional materials. 			Maintain 100% of Misassigned teachers. Maintain 100% of student access to standards aligned instructional materials. <ul style="list-style-type: none"> Fit Score: Blackford 98.25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>aligned instructional materials.</p> <ul style="list-style-type: none"> Fit Score: Blackford 98.25 	<ul style="list-style-type: none"> FIT Score: 97.04 			
Complete narrative summary for LCFF Priority 7: Access to a Broad Course of Study	Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	2021.2022 Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.			Maintain 100% of student access to broad course of study as evidenced by Powerschool.
Summary of self-reflection results for LCFF Priority 2: Implementation of State Academic Standards.	<p>Overall Professional Learning for teaching academic standards:</p> <p>Blackford: ELA: 5 (Initial implementation) Math: 5 (initial implementation) ELD: 5 (Initial implementation)</p>	<p>Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with the following results:</p> <p>2021.2022: Blackford Overall Professional Learning for teaching academic standards:</p> <ul style="list-style-type: none"> ELA: 3 (Initial Implementation) Math: 2 (Beginning Development) 			Blackford: Maintain rubric score to 5 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> ELD: 3 (Initial Implementation) 			
Literacy: Increase the number of 3rd students who are above or near standard in the Reading Claim area on the annual SBAC assessment by 3% annually.	2018.2019 SBAC Reading Claim Results 3rd Grade: <ul style="list-style-type: none"> Overall: 60% EL: 44% SWD: * SED: 59% 	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC			Metric removed. 2023.2024 SBAC Reading Claim Desired Outcome 3rd Grade: <ul style="list-style-type: none"> Overall: 72% EL: 56% SWD: 60% SED: 71%
Literacy: Increase the percent of students who reach “At or Above Benchmark” Overall on DIBELS assessment by 7% each year and on each subtest: <ul style="list-style-type: none"> Kindergarten PSF (Phonemic Awareness) 	Winter 2021 DIBELS Performance <ul style="list-style-type: none"> Overall: 30% EL: 20% SWD: 27% SED: 32% By Grade Level <ul style="list-style-type: none"> K: 8% 1: 30% 2: 58% 	Metric adjusted. Subtest metrics removed beginning 2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments. Winter 2022 DIBELS			Metric adjusted. Winter 2024 DIBELS Performance Desired Outcome <ul style="list-style-type: none"> Overall: 51% EL: 41% SWD: 48% SED: 53% By Grade Level <ul style="list-style-type: none"> K: 29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> 1st NWF (Decoding) 2nd ORF (Reading Fluency) 	<p>By Subtest</p> <ul style="list-style-type: none"> K PSF: 0% 1st NWF: 32% 2nd ORF: 56% 	<p>Performance</p> <ul style="list-style-type: none"> Overall: 37% EL: 20% SWD: Data not available for this student group at this time. SED: 29% <p>Grade Level: Winter</p> <ul style="list-style-type: none"> K: 34% 1: 24% 2: 53% <p>Subtest: Winter</p> <ul style="list-style-type: none"> K PSF: 26% 1st NWF: 25% 2nd ORF: 47% 			<ul style="list-style-type: none"> 1: 51% 2: 79% <p>By Subtest</p> <ul style="list-style-type: none"> K PSF: 21% 1st NWF: 53% 2nd ORF: 77%
<p>Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady.</p> <p>Literacy:</p>	<p>iReady: Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 33% EL: 17% SWD: 17% SED: 31% <p>iReady: Math</p> <ul style="list-style-type: none"> Spring: Grades 1-5: Overall: 27% EL: 17% 	<p>iReady Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 37% EL: 18% SWD: 20% SED: 34% <p>iReady: Math Spring: Grades 1-5:</p> <ul style="list-style-type: none"> Overall: 27% 			<p>iReady: Reading Performance Desired Outcome Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 54% EL: 38% SWD: 38% SED: 52% <ul style="list-style-type: none"> Spring: Grades 2-5:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Grades 2-5: 7% annually; +21% by 2023.2024</p> <p>Mathematics: Grades 2-5: 9% annually; +26% by 2023.2024</p>	<ul style="list-style-type: none"> • SWD: 25% • SED: 23% 	<ul style="list-style-type: none"> • EL: 11% • SWD: 29% • SED: 23% 			<ul style="list-style-type: none"> • Overall: 53% • EL: 43% • SWD: 51% • SED: 49%
<p>English Language Arts and Mathematics:</p> <p>Increase the percent of Overall students proficient on SBAC Math and ELA by 3% annually.</p> <p>Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.</p>	<p>2018.2019 SBAC: English Language Arts</p> <ul style="list-style-type: none"> • Overall: 34% • Black/African American: 22% <p>Hispanic/Latino: 30%</p> <ul style="list-style-type: none"> • SED: 29% • EL: 8% <p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> • Overall: 25% • Black/African American: 26% <p>Hispanic/Latino: 20%</p> <ul style="list-style-type: none"> • SED: 23% • EL: 10% 	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>			<p>Metric on hold.</p> <p>2023.2024 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 43% • Black/African American: 37% • Hispanic/Latino: 45% • SED: 44% • EL: 23% <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 34% • Black/African American: 41% • Hispanic/Latino: 35% • SED: 38% • EL: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually.	<p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> Grade 4: 37% (-1% from 2017.2018) <p>Note: Cohort established in 2021.2022, with goals in 2022.2023 using semi-matched cohort performance in mathematics.</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>			<p>Metric removed.</p> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> Grade 4: 46%
<p>Science: Increase the number of 5th grade students who are proficient on the CAST assessment by 5% annually.</p> <p>Rationale: In 2018.2019, 43.47% of 5th grade students in the district were Level 2: Standard Nearly Met with a mean scaled score of 206.2. (Mean Scale Score range of 214-230 for Level 3: Standard Met).</p>	<p>2018-2019 CAST Results Grade 5</p> <ul style="list-style-type: none"> Overall: 8% EL: 0% SWD: 0% SED: 6% <p>Note: 5th grade students in 2018.2019 will be in 8th grade in 2021.2022.</p>	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>			<p>Metric on hold.</p> <p>2023.2024 CAST Desired Outcome</p> <ul style="list-style-type: none"> Grade 5: 23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).	<p>2019 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 151 Percent of ELs making at least one level of progress: 42.4% 	<p>Metric on hold.</p> <p>CUSD uses the California State Dashboard measure for English Learner Progress for this metric.</p> <p>Dashboard measures were suspended as a result of COVID, and the measure is not available to demonstrate annual progress of ELs in English language acquisition.</p> <p>A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.</p>			<p>Metric on hold.</p> <p>2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> Increase the percent of EL students making at least one level progress on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.
Increase the percent of Redesignated ELs by at least 3% annually.	<p>2019.2020 Redesignation</p> <ul style="list-style-type: none"> Total Number of ELs: 164 Redesignated: 	<p>2020.2021 Redesignation</p> <ul style="list-style-type: none"> Total Number of ELs: 145 			<p>2023.2024 Redesignation Desired Outcome</p> <ul style="list-style-type: none"> Total Percent of ELs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Number: 7 Percent: 4% 	<ul style="list-style-type: none"> Number Redesignated: 2 Percent Redesignated: 1% <p>Note: Total number of ELs as of 2021.11.20.</p>			Redesignated: 17%
<p>Performance Indicator Review (PIR): Special Education</p> <p>Participation:</p> <ul style="list-style-type: none"> Increase CAASPP ELA and Mathematics Participation for Special Education students to 95% for PIR identified schools as measured by the 2021.2022 SBAC. <p>Performance:</p> <ul style="list-style-type: none"> Increase CAASPP ELA 	<p>2018.2019 SBAC ELA: Performance PIR Identified Schools</p> <ul style="list-style-type: none"> Blackford: 18.18% <p>2018.2019 SBAC Mathematics: Performance PIR Identified Schools</p> <ul style="list-style-type: none"> Blackford: 8.82% 	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>			<p>Metric removed.</p> <p>2021.2022 SBAC ELA: Performance PIR Identified Schools</p> <ul style="list-style-type: none"> Blackford: 34.08% <p>2021.2022 SBAC Mathematics: Performance PIR Identified Schools</p> <ul style="list-style-type: none"> Blackford: 18.25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Performance for Special Education students by at least 15.9% at PIR identified schools as measured by the 2021.2022 SBAC.</p> <ul style="list-style-type: none"> Increase CAASPP Mathematics Performance for Special Education students by at least 9.43% at PIR identified schools as measured by the 2021.2022 SBAC. 					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Additional Administrative Support	Increased or Improved Service: Assistant Principal will be hired at Blackford to support the additional behavioral and academic needs. They will write behavior support plans and monitor progress for students through the Student Study Team (SST) process.	\$43,578.07	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Hire Instructional Assistant as Library/Media Aide	The additional instructional assistant will be placed at schools to specifically support literacy and digital literacy.	\$15,597.99	Yes
1.3	Field Trips	Provide Field Trip opportunities that relate to grade level content standards and enrichment opportunities such as Science Technology Engineering Arts and Math (STEAM).	\$6,000.00	No
1.4	Teacher on Special assignment (TOSA) at the school site level	Equity TOSA will provide direct support for unduplicated pupils across the school in the area of both reading and math instruction. They work with classroom teachers to support the Response to Intervention time by co-teaching and serving students in small groups to meet identified skill gaps.	\$27,832.31	Yes
1.5	Instructional Aide for Classroom and Intervention Support	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading and writing support and intervention in small groups.	\$31,561.69	Yes
1.6	Reading Intervention Teacher	Reading Intervention teacher to support students due to COVID-19 learning loss and extra needs in reading. She will work with all students across the school on various reading needs along with our other reading intervention teacher. Both reading intervention teachers will collaborate and support teachers as well.	\$46,599.62	Yes
1.7	Supplies and Contracted Services	School year classroom supplies, copy machine services, school-wide supplies, and misc supplies needed throughout the year (i.e. ink, paper, toner, etc.).	\$20,000.00	No
1.8	Instructional Aide for Classroom and	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading	\$16,648.21	Yes

Action #	Title	Description	Total Funds	Contributing
	Intervention Support for ELD	and writing support and intervention in small groups for ELD clustering.		
1.9	Instructional Aide for Classroom and Intervention Support	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading and writing support and intervention in small groups	\$27,063.99	Yes
1.10	STEAM Room supplies	Develop an engaging STEAM Room for our staff and students to use for Science, Technology, Engineering, Art and Math lessons and activities.	\$4,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were not able to begin the year with an Instructional Assistant as Library/Media Aide as planned due to not finding applicants to fulfill the position. However, we were able to hire someone who began on January 31st to support our students using the library and increase literacy skills. We were able to hire a .5 FTE Reading Intervention teacher who helped to support 3-5 grade students. This teacher worked closely with our 3-5 Grade teacher teams to plan instruction and implement consistent assessment, Souday System 2 Intervention program, and support students who were well below grade level in identified reading skills. Our three Instructional Assistants were able to implement small group instruction, using the Souday System 2 curriculum. Identified students received small group targeted instruction four-five days a week. Data indicates increased progress towards meeting standards and helping students increase their phonemic skills in reading. The Instructional Assistants worked with grades 2-5 to support small group reading instruction in identified gaps.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 1.2 We were able to hire a Instructional Assistant as Library/Media Aide midyear. She began working at Blackford January 31, 2022. Due to not being able to hire the Instructional Assistant as Library/Media Aide we did not spend what we had budgeted.
- 1.3 Our field trips ended up costing more this year, due to the need for additional buses due to Covid protocols.
- 1.6 We were able to hire a .5 Reading Intervention teacher this past year. Her total cost was higher than budgeted due to benefits.
- 1.7 Our costs for this budget were offset with School Discretionary Fund. We were able to purchase most of our supplies this year through our School Discretionary budget.

An explanation of how effective the specific actions were in making progress toward the goal.

This year the support of our Additional Administrative support was invaluable. Due to an increase in behavioral concerns, the additional support benefited our students and staff considerably. The addition of Instructional Assistant as Library/Media Aide provided our students with the opportunity to check out library books and access the SJ Library resources, which they have not had for over two years at Blackford. Having a part time Reading Intervention teacher supported our struggling readers in Grades 3-5. iReady scores indicate 18% growth in iReady scores for Grades 2-5 from Fall 2021 to Spring 2022.

Having our students have the opportunity to return to go on field trips was a welcome action. Our students benefited from the enrichment experience, the building of background knowledge, and increase of academic language. Whether it was walking to the mailbox to mail special Valentine cards; to visiting the Academy of Sciences in San Francisco; to walking to the Willow Glen Park to be together in community as a grade level; to visiting Prusch Farms to experience a working farm, our students were excited for the opportunity to have new experiences and learn new things away from the classroom and school site.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2022.2023, there are no changes to the goal.

For 2022. 2023, the following actions have been removed:

- Next year we will be hiring a .4 FTE Reading Intervention Teacher for Grades 3-5. The previous .5 Reading Intervention teacher will now be funded by the District. Therefore, in 22-23 our site will have two part time Reading Intervention Teachers, who will both support students in Grades 3-5 for a total of a full time equivalent of .90.

*We will also be hiring an .375 FTE Instructional Assistant who will specifically be trained to support our English Language Learners.

For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.

In recognition of the need to report on focused and aligned metrics, the following metrics have been removed:

- DIBELS Subtests: CUSD monitors subtest results locally through beginning, middle, and end of year assessments.
- SBAC: 4th Grade Cohort Math and Reading Claim: SBAC ELA: CUSD has combined this with our other SBAC Math, ELA, and Science metrics to clarify and align our LCAP metrics for Goal 1.

The following metric is on hold:

- ELPAC: English Language Learners making at least one level progress on the ELPAC: CUSD uses the California State Dashboard measure for English Learner Progress for this metric. Dashboard measures were suspended as a result of COVID, and the measure is not available to demonstrate annual progress of ELs in English language acquisition. A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide high quality social emotional learning for all students.

An explanation of why the LEA has developed this goal.

CUSD is a data informed system. We use data to determine areas of strength and weakness and it helps us respond to instruction in professional learning communities. This goal was created to help the district establish a clear and articulated multi-tiered system of support. District data in this area indicates that we have a higher percentage of suspensions and absences for specific student-groups. Actions in this area will be designed to improve outcomes for all students, with targeted intervention for sub-groups where data indicates need. This goal is also important to help us reach our goals associated with becoming an anti-racist organization. As part of this work we aligned a goal to normalize conversations about race. This supports the healthy social emotional development of all students in our system. We must transparently identify and deconstruct issues of race and bias that are negatively impacting our system.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce the overall Suspension rate by at least 0.5% annually until at 0% and maintain. Reduce the Suspension rate for ELs, SWDs, SED, Black/African American and Hispanic/Latino Students by at least 1.3% annually until at 0% and maintain.	2019.2020 Suspension Rate <ul style="list-style-type: none"> Overall: 0.6% EL: 0.6% SWD: 0% SED: 0.3% Black/African American: 3% Hispanic/Latino: 0.3% 	Metric Adjusted for 2022.2023 CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' 2020.2021 Suspension Rate: <ul style="list-style-type: none"> Overall: 0% EL: 0% 			Metric Adjusted. As needed, the suspension metric will be updated based on California School Dashboard results. 2023.2024 Suspension Rate Desired Outcome <ul style="list-style-type: none"> Overall: 0% EL: 0% SWD: % SED: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • SWD: ** • SED: ** • Black/African American: 0% • Hispanic/Latino: 0% <p>**DataQuest: Disabled Subgroup Filter To protect student privacy, the report filtering capability for “Students with Disabilities” and “Program Subgroups” filters is disabled on the Discipline Reports under the following circumstances: At any selected entity level (county, district, school) where the count of suspensions or expulsions is less than 5.</p>			<ul style="list-style-type: none"> • Black/African American: 0% • Hispanic/Latino: 0%
Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each student group.	2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression <ul style="list-style-type: none"> • Overall: 39 • EL: 6 • SWD: 7 • SED: 24 	Metric Removed. CUSD monitors ODRs locally. 2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression:			Metric Removed. 2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome <ul style="list-style-type: none"> • Overall: 27 • EL: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Overall reduce by 30% ELs and SWDs reduce by TBD; TBD annually. SED and Hispanic reduce by TBD; TBD annually. 	<ul style="list-style-type: none"> Hispanic/Lati no: 19 	<ul style="list-style-type: none"> Overall: 2 EL: 2 SWD: 2 SED: 2 Hispanic/Lati no: 2 			<ul style="list-style-type: none"> SWD: 0 SED: 10 Hispanic/Lati no: 5
<p>Decrease the overall Chronic Absenteeism rate by 0.5% annually.</p> <p>Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.</p>	<p>2019.2020 Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> Overall: 8.5% EL: 6.8% SWD: 10.5% SED: 8.07% 	<p>2020.2021 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> Overall: 18.3% EL: 13.8% SWD: 19.3% SED: 22% 			<p>2023.2024 Chronic Absenteeism Rate Desired Outcome</p> <ul style="list-style-type: none"> Overall: 7% EL: 6.9% SWD: 1.8% SED: 0.2%
<p>Increase participation on annual Fall Panorama survey to students in grades 3-5 and teachers and staff to 95%.</p> <ul style="list-style-type: none"> Students in grades 3-5 to 95%; 5.7% annually. 	<p>2020.2021 Panorama Survey Participation Rate</p> <p>Fall 2020</p> <ul style="list-style-type: none"> Students Grades 3-5: 60% Teachers and Staff: 81% 	<p>Metric Adjusted for 2022.2023</p> <p>CUSD now includes Fall and Spring Panorama results.</p> <p>2021.2022 Panorama Survey Participation:</p>			<p>Metric Adjusted.</p> <p>Updated Desired Outcome for 2023.2024:</p> <ul style="list-style-type: none"> 95% participation for staff and students in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Teachers and Staff to 95%; 5.4% annually. 	Spring 2021 <ul style="list-style-type: none"> Students Grades 3-5: 74% Teachers and Staff: 87% 	<ul style="list-style-type: none"> Students Grades 3-8: Fall 76%; Spring % Teachers and Staff: Fall 68%; Spring % 			Fall and Spring. 2023.2024 Fall Panorama Survey Participation Rate Desired Outcome <ul style="list-style-type: none"> Students Grades 3-5: 95% Teachers and Staff: 95%
Increase favorable response to Emotional Regulation (3-5) to at least 80% by Spring 2024. <ul style="list-style-type: none"> +12% annually 	2020.2021 Panorama Survey Student Responses Fall 2020 <ul style="list-style-type: none"> Emotional Regulation (grades 3-5): 50% Spring 2021 <ul style="list-style-type: none"> Emotional Regulation (grades 3-5): 46% 	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Student Responses: <ul style="list-style-type: none"> Emotional Regulation (grades 3-8): Fall 51%; Spring % 			Metric Adjusted. Updated Desired Outcome for 2023.2024: <ul style="list-style-type: none"> Emotional Regulation (grades 3-8): 80% for Fall and Spring Sense of Belonging (grades 6-8): 80% for Fall and Spring 2023.2024 Fall Panorama Survey Student Responses Desired Outcome <ul style="list-style-type: none"> Emotional Regulation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(grades 3-8): 80%
Complete narrative summary for LCFF Priority 6: School Climate.	<p>Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process.</p> <p>In Fall 2021, results will be entered on the California School Dashboard, resulting in a status of "Met" for all schools on the California School Dashboard.</p>	<p>Metric Adjusted for 2022.2023</p> <p>CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate. The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023. The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>The percent of students reporting a favorable response as represented by the Overall Top Box (the percent of students reporting a 5) score to School Climate Questions will increase by 10% annually.</p> <p>2021.2022 Climate</p>			<p>Metric Adjusted.</p> <p>Updated Desired Outcome for 2023.2024: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023. The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Survey Question Responses: <ul style="list-style-type: none"> • I feel safe at my school: 3.83; 33.10% • School rules are fair: 3.56; 20.98% • My school is clean: 3.08; 10.35% • Students are nice to each other at my school: 3.14; 17.61% • I like going to my school each day: 3.74; 36.62% 			
Increase Annual Attendance Rate to at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate: <ul style="list-style-type: none"> • Blackford: 93.55% 	N/A			Metric Added. 2023.2024 Attendance Rate Desired Outcome <ul style="list-style-type: none"> • Blackford: At least 98%
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate Blackford <ul style="list-style-type: none"> • Overall: 0.0% • EL: 0.0% 	N/A			Metric Added. 2023.2024 Expulsion Rate Desired Outcome: Blackford <ul style="list-style-type: none"> • Overall: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • SWD: 0.0% • SED: 0.0% 				<ul style="list-style-type: none"> • EL: 0.0% • SWD: 0.0% • SED: 0.0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Training will be provided to teachers to ensure that they are skilled in teaching social emotional learning. This training will focus on better meeting the social emotional needs of students primarily due to Covid-19.	\$1,000.00	Yes
2.2	Counselor	Increased or Improved Service: The additional counseling services provided additional time on social emotional and academic learning needs.	\$26,180.91	Yes
2.3	PlayWorks, Recess Program No Longer Funding	No longer funding		
2.4	Assemblies	Provide monthly assemblies for students around the arts and various cultures from around the world, as well as anti-bullying messaging.	\$2,600.00	No
2.5	Noon Duty Supervision	Noon Duty Supervision before school, during lunch time and after school when needed. Provide adult supervision for student safety and ensure student follow the PBIS expectations.	\$45,000.00	No
2.6	PBIS Safety & Support/Innovation	Increased or Improved Service: PBIS Safety and Support/Innovation position is funded to ensure that students are supported behaviorally and socially-emotionally during morning and lunch recess and when	\$16,465.00	Yes

Action #	Title	Description	Total Funds	Contributing
		behavioral issues arise. Supporting students with leadership development and innovation skills will enhance their daily experience and connection with others and school.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to Playworks not being able to fulfill their contract this year with our site, we only had the Playworks program for approximately 5 months of the year. The program was able to fulfill the training of Junior Coaches to support recess and classrooms were able to participate in Class Game time, where they learned recess games, cooperative games, and conflict resolution skills.

While our site did implement Character Strong curriculum, our staff did not participate in Professional Development through Character Strong. Instead, our staff decided we had more of a need to implement the Zones of Regulation training. An opportunity arose for our staff to be trained free of charge by a partnering agency, Pacific Clinics (Uplift).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 Our cost for Professional Development was offset by the use of ELO funds. We had two teachers who attended Jo Boaler Math PD, and two teachers who attended Thinking Maps Reading Comprehension PD this year. Our Zones of regulation PD was provided free of cost from Pacific Clinics, who is a District community partner. Our staff participated in professional development in "Zones of Regulation." The training was provided free of cost to us. Our staff did implement Character Strong curriculum, so we incurred a cost of \$499.00 for the program. We did not participate in any professional development with Character Strong as noted. A decision was made by our Guiding Coalition and staff to implement "Zones of Regulation" schoolwide, so we were able to have our staff trained by providers from Pacific Clinics (formally known as Uplift) free of charge to our school due to partnership with the district. While our site did implement Character Strong curriculum, our staff did not participate in Professional Development through Character Strong. Instead, our staff decided we had more of a need to implement the Zones of Regulation training. An opportunity arose for our staff to be trained free of charge by a partnering agency, Pacific Clinics (Uplift).

2.3 Due to Playworks not being able to fulfill their contract this year with our site, our total cost for program was \$14,280.00, compared to the initial contract of \$41,000.00

An explanation of how effective the specific actions were in making progress toward the goal.

Our staff is in the beginning stages of implementing the "Zones of Regulation" protocols and strategies. That being said, we are seeing a decrease in Office Discipline Referrals. We are seeing an increase in students ability to self-regulate. Students are using the strategies to identify their emotional state and being able to identify which "zone" they are in and what strategies they need to use in order to self-regulate. Our Panorama Fall and Spring survey data indicates our students in Grades 3-5 rate themselves at 51%/44%. Our 5th grade students indicate a 10 point increase on rating themselves on use of self-regulation. Our TK-2 grade teachers report a change from Fall 64% to Spring 82% for students being able to regulate their emotions.

The loss of Playworks impacted our students' consistency with effective problem solving and having more structured recess games to play, which in turn helps decrease office discipline referrals. We saw an increase in office discipline referral this year during, and after morning and lunch recesses. Despite not having Playworks Program the full year, we were still able to have 4th-5th grade students who were trained to be Junior Coaches, who offered support on the playgrounds during morning and lunch recess.

Having a full time school counselor has provided numerous support for our students' social-emotional wellness. Our counselor has created a series of lessons she teaches to every grade level. She is effective in teaching her lessons, and the impact of her work is evidenced in our students. Students use the tools and strategies she introduces. All her lessons are grade level specific, with thought to what will best serve each grade level and the needs of the age span. For example, she has created and developed a series for our 5th grade students as they prepare to go to middle school. She has also created lesson themes such as Kinder, created by Leah, focused on basic Coping Skills; for 1st grade she has created lessons on Parts of the Brain; 2nd grade focused on Friendship and Conflict Resolution; 3rd grade does Mindfulness, which was a new curriculum Leah purchased from TpT. Leah, the teachers and students love it. 4th grade works on art therapy and 5th grade learns about Middle School Readiness. Leah meets with small groups she develops in response to student needs. She collects data on the impact of her work, and her surveys include student reported feedback as well. Leah created Calm Kits for ever single classroom this year. Teachers report the Calm Kits have been widely used throughout the school day and have really helped students manage their feelings and have given the students a place to self-regulate.

We are happy to report we were success having assemblies this year. Each month we hosted an assembly. In the Fall, we had NED's Mindset Mission, which focuses on promoting growth mindset; Happy Hollow brought animals for our students to learn more about; and The Dairy Council Dairy Cow Assembly, gave students the opportunity to meet a cow and her calf, and learn more about healthy eating and caring for animals. In the Winter, our students participated in the APEX Fun Run weeklong event, which culminated in a Fun Run to raise money for the school; next we had a BMX Bike Assembly, which promoted healthy lifestyles and living out your dreams; the Taiko Drumming assembly brought us the sounds of the SJ Taiko. In this Spring, Zun Zun Musical Watershed assembly brought concepts about the water cycle and conservation. Every month, our whole school participated in Bobcat Assemblies. Each Bobcat Assembly also focused on a Project Cornerstone book being read and theme discussed. We also included a grade level showcase. Grade Levels were encouraged to create a cheer, a dance, a song, a presentation, a video to promote school spirit. This was in response to bringing about a focus on CUSD Profiles of a Graduate competencies: Innovation, Empathy, Self-Directed, Collaboration, Critical Thinking.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2022.2023, there are no changes to the goal.

For 2022. 2023, the following actions have been removed:

- Next year, our site has decided to no longer partner with Playworks. Instead, with the support of our staff and educational partners, we have decided to hire a CUSD PBIS Safety and Support/Innovation person who will support morning and lunch recess, help run our Bobcat Den alternative recess room, help train and support our Junior Coach Program, and support students with behavior needs. This person will also work with our Innovation Specialists.

In recognition of the need to report on focused and aligned metrics, the following has been removed:

- Count of Office Discipline Referrals (ODRs) for Physical Aggression: CUSD monitors ODRs locally through School Stoplight Reports that are updated and reviewed quarterly.

The following metrics are adjusted:

- Suspension Rate: CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' Beginning in 2020.2023, any school or student group in Orange or Red will add a metric.
- Panorama Participation, Emotion Regulation (3-8), and Sense of Belonging (6-8): CUSD now includes Fall and Spring Panorama results.
- Student Survey Results for LCFF Priority 6: School Climate: CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate. The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023. The Overall Mean for questions will be at least 4.5 by 2023.2024.

The following metrics have been added to ensure all required measures are included in CUSD's LCAP. Further, these measures align to our goal to provide high quality social emotional learning for all students, and directly support our commitment to respond to areas of strength and weakness in our student data and respond with targeted supports when indicated:

- Increase Annual Attendance Rate to at least 98%.
- Maintain Expulsion Rate of 0.0% Overall and for all student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Fully engage parents/guardians, and the community in support of student well-being.

An explanation of why the LEA has developed this goal.

In Campbell, we realize that partnering with families is essential to help reach our goal of educating each child to their highest potential. We understand the research that says that students who have parents or guardians who are actively engaged in the educational process of children leads to better social emotional and academic results. This became even more apparent to us during the pandemic as we depended on a mutually beneficial partnership to ensure student success. Internal data in Campbell demonstrates that we have active parent leadership groups at each school; however, there is a need to more actively engage families who are representative of the community we serve. In order to meet our goals of becoming an Anti-Racist District we realize that we need more diverse perspectives when engaging families in support of our students. We have created an anti-racism goal that aligns to this LCAP goal and that is to tap the untapped voices in our system. To fully understand student needs we must directly connect with families to find out what supports and services will be most beneficial in helping children meet goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete self-reflection tool for LCFF Priority 3: Parent and Family Engagement.	School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 self-reflection with the following results: LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: 2021.2022: Blackford LEA's progress in supporting staff to learn about each family's strengths, cultures, languages,			Blackford: Rubric score of 5: Full implementation and sustainability in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Blackford: 5 (full implementation and sustainability)</p> <p>LEA's progress in providing families with information and resources to support student learning and development in the home: Blackford: 5 (full implementation and sustainability)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Blackford: 5 (full implementation and sustainability)</p>	<p>and goals for their children:</p> <ul style="list-style-type: none"> Outcome: 4 (Full Implementation) <p>LEA's progress in providing families with information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> Outcome: 5 (Full Implementation & Sustainability) <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> Outcome: 4 (Full Implementation) 			
Parent/Guardian participation in Fall	Note: Baseline set in Fall 2021.	Metric Removed.			Metric Removed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conferences will increase by 10% annually.		CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.			2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome: TBD based on Fall 2021 Baseline
<p>Annually, 100% of school staff will receive professional development in the area of family engagement as measured by staff sign in sheets and feedback forms.</p> <p>Source: Sign in sheets and feedback forms.</p>	Note: Baseline set in Fall 2021.	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally.</p> <p>Parent and Family Engagement Strategies Training:</p> <ul style="list-style-type: none"> In January 2022, school staff participated in trainings offered by the Family Engagement Institute. 			<p>Metric Removed.</p> <p>2023.2024 Staff Professional Development on Family Engagement Desired Outcome: TBD based on Fall 2021 Baseline</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Training topics were site determined.			
Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange	Spring 2021 Thought Exchange Participation: <ul style="list-style-type: none"> : TBD% 	Metric Adjusted. CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange. 2021.2022 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> 84 			Metric Adjusted. 2023.2024 Updated Desired Outcome: <ul style="list-style-type: none"> At least 103 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey Spring 2024 Thought Exchange Participation Desired Outcome: <ul style="list-style-type: none"> : TBD%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education Nights	School staff or other guest speakers will provide parent education nights around supporting students with math homework, technology safety and ways parents can support their children in school.	\$1,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We were able to offer several parent workshops this year. We offered a "Zones of Regulation" workshop for parents to support the home and school connection with using the strategies between school and home.

Our school counselor, was able to present to our families during a Coffee with the Principals. She offered parents information in helping their child with self-regulation strategies in support of our "Zones of Regulation" implementation.

We offered a Family Math Night, with participation from many of our teachers. Our participation was over double what we anticipated.

We also offered an event called Stories Under the Stars, which introduced parents and students, to books read aloud by staff. This event is an effort towards increasing literacy and love of reading. We had over 200 students and parents/siblings attend the event.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 The "Zones of Regulation" workshop was offered free of cost to our site due to partnership with the district with Pacific Clinics (Uplift). The workshop was provided over ZOOM so there were no costs associated with providing refreshments. The Pacific Clinics provided an interpreter so no cost was incurred there for our site.

We offered a Family Math Night, with supplies given out to families which came from the district, so we did not incur any costs for this event other than providing some refreshments. Teachers participated as per CETA contract so there was hourly no cost for staff.

We offered a 5th grade Middle School Social Night for our 5th grade students and their families. The event had food costs since we made this a social night for families to be able to socialize and come together as parents who all have students moving into middle school next year.

An explanation of how effective the specific actions were in making progress toward the goal.

We had really good feedback from parents and families regarding our Family Math Night and our Stories Under the Stars event. Both events were "in person" and were very well attended. People appreciated learning new ways to help support their child at home, whether it was learning new math games they could play with their child in order to increase math skills and mathematical academic vocabulary; learning about a new book title to share with their child or observing how to read fluently and with inflection; to learning how to help their child use self-regulation skills at home.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2022.2023, there is no change to the goal.

For 2022.2023, the following actions have been removed:

- Next year, we decreased the amount of spending for parent nights, from \$2,000 to \$1,000 because we have been able to partner with local agencies who provide no coast for presentations. Our only incurred cost has been to provide food and refreshments for families in an effort to increase engagement and participation in events.

The metrics listed below have been adjusted:

- Parent/Guardian participation in the Thought Exchange: CUSD uses a Parent/Family Satisfaction Survey in lieu of Thought Exchange. The desired outcome of an annual participation increase of 10% remains in place.

The metrics listed below have been removed:

- Parent/Guardian participation in Fall Conferences. CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.
- School staff will receive professional development in the area of family engagement as measured by staff sign in sheets and feedback forms. CUSD uses the Studer Education Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$832,395.00	\$84,752

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

All of the actions described in the attached table seek to increase and improve services for EL, Foster Youth, and Low-Income students. The needs of these students groups were considered first when determining their implementation. While all students in the district will benefit from these services, they are principally directed towards EL, Foster Youth, and Low-Income students and we believe they will produce accelerated improvement for these groups. See attached table with Increased or Improved Actions and Services:

2022-2023 Blackford Elementary School Increased or Improved Actions/Services

LCAP Goal	District-Wide Actions/ Services	Describe how this action/service meets the needs of your UDPS. How they were considered first, and (2) how these actions are effective in meeting the goals for these students.	Describe how action/service is the most effective use of funds to meet your goals for UDPS.
1	Action 1: Additional Administrative Support	Assistant Principal will be hired at Blackford to support the additional behavioral and academic needs. They will write behavior support plans and monitor progress for students through the Student Study Team (SST) process.	Internal data indicates a need to maintain this position for support with office referrals system wide PBIS to ensure the admin team supports high quality first instruction.
2	Action 2: Counselor	The additional counseling services provided additional time on social emotional and academic learning needs.	This service will be effective in helping students learn strategies to help them remain in the classroom rather than needing to be removed because of behavior concerns.
2	Action 6: PBIS Safety and Support/ Innovation	PBIS Safety and Support/Innovation position is funded to ensure that students are supported behaviorally and socially-emotionally during morning and lunch recess and when behavioral issues arise. Supporting students with leadership development and innovation skills will enhance their daily experience and connection with others and school.	Internal data demonstrates that creating supportive relationships with students and their families leads to improved academic and behavioral outcomes. It also helps increase students' sense of belonging and connection to school, which in turn increases academic outcomes and social-emotional wellbeing.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Blackford Elementary School is required to increase or improve services for EL, Foster Youth and low income students by 26.00% which is equal to \$832,395 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability

Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Actions in the LCAP:

In the LCAP, Goal 1 is important for building the capacity of our teachers to better serve the unique needs of unduplicated students to achieve our goal of decreasing the number of students who need additional intervention. We will focus on building teacher capacity AND on the needed intervention for students to ensure they show progress toward moving into tier 1 (the lowest level of support needed, high-quality first instruction.) We have established a metric to monitor our iReady data at each tier multiple times during the year to ensure progress toward our goal.

1. ELD Teachers On Special Assignment provide increased instruction beyond regular classroom instruction by building the capacity of the teacher and offering small group support that wouldn't be available otherwise. Goal 1 Action 17
2. Reading Boot Camp and Summer programs offer increased instruction above and beyond classroom instruction outside of the instructional day for English learners, foster youth, and low-income students. Goal 1 Action 25
3. The ELD Coordinator is an additional position that only supports meeting the needs of English learners by ensuring that the ELD programs are high quality and provide capacity-building support for teachers to learn skills directly targeted at ELD instruction. Goal 1 Action 3.
4. Provide AVID Excel Tutors for our AVID Excel program to support English learners with a college-going culture. Goal 1 Action 27
5. Reading Intervention Teachers and school-based Teachers on Special Assignment provide additional intervention and data analysis for unduplicated pupils. Goal 1 Action 1
6. Math Specialists help to build the capacity of teachers to better meet the unique needs of unduplicated pupils and provide small-group instruction for targeted pupils. Goal 1 Action 6
7. Utilize iReady for an additional intervention tool targeted to support progress monitoring for unduplicated pupils performing below grade level. Goal 1 Action 14
8. Hire Educational Associates to provide small group instruction in classrooms as an additional service to unduplicated pupils needing advanced academic support. Goal 1 Action 16
9. Provide math intervention during out-of-school time as additional support for unduplicated pupils. Goal 1 Action 22
10. Hire a district-wide literacy administrator on special assignment to ensure that reading instruction is focusing on meeting the needs of unduplicated pupils and to lead the work of reading intervention teachers to ensure classroom teachers are provided with effective strategies to support the needs of low English learners. Goal 1 Action 23
11. Provide teacher stipends to allow for additional planning time above and beyond to meet with Math and/or Reading Interventions specialists to discuss intentional planning to support English Learners, students with and IEPs, Foster Youth, and low-income students performing below grade level. Goal 1 Action 7
12. Purchase supplemental curriculum to support the needs of unduplicated pupils. Goal 1 Action 19
13. Provide teacher professional development in Universal Design for Learning to ensure that equipped with skills to plan in advance for barriers unduplicated students may experience with access learning. Goal 1 Action 21

LCAP Goal 2

Actions in the LCAP in Goal 2 are important to help us meet our goals of ensuring that students feel connected to school and have social-emotional behavioral supports

1. Hire counselors, psychologists, and marriage and family therapists to provide services to reduce barriers to learning for unduplicated students. Goal 2 Action 1 and 4

- 2. Provide teacher training on de-escalation strategies and trauma-informed practices and Zones of Regulation to ensure that teachers. Goal 2 Action 6
- 3. Provide teacher training and curriculum for schools that specialize in social-emotional learning strategies. Goal 2 Action 6
- 4. Implement Panorama Surveys to assess the social-emotional development of students and look at data by student group to set goals for improvement. Goal 2 Action 7

LCAP Goal 3

Actions in the LCAP in Goal 3 are important to help us meet our goal of ensuring we have parent engagement that represents the community of students that we serve. It is also essential to support parents of unduplicated pupils to better understand how they can support students at home.

- 1. Provide teacher training in understanding how to effectively engage families in the educational process of students. Goal 3 Action 1
- 2. Provide translations for both oral and written communication for staff to ensure families are able to access important school information. Goal 3 Action 2
- 3. Hire Community Liaisons to principally support BIPOC populations to ensure the engagement of all families. Goal 3 Action 3
- 4. Hire a district-wide lead for parent and community engagement. Goal 3 Action 4
- 5. Provide parent education classes for identified parent communities in partnership with Foothill Parent Engagement Institute Goal 3, Action 6

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An additional part-time reading intervention teacher to support upper-grade students who are English Learners, low-income, and foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:37	1:29
Staff-to-student ratio of certificated staff providing direct services to students	1:18	1:17

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$238,133.79		\$33,600.00	\$59,394.00	\$331,127.79	\$297,527.79	\$33,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Additional Administrative Support	English Learners Foster Youth Low Income	\$43,578.07				\$43,578.07
1	1.2	Hire Instructional Assistant as Library/Media Aide	English Learners Foster Youth Low Income	\$15,597.99				\$15,597.99
1	1.3	Field Trips	All			\$6,000.00		\$6,000.00
1	1.4	Teacher on Special assignment (TOSA) at the school site level	English Learners Foster Youth Low Income				\$27,832.31	\$27,832.31
1	1.5	Instructional Aide for Classroom and Intervention Support	English Learners Foster Youth Low Income				\$31,561.69	\$31,561.69
1	1.6	Reading Intervention Teacher	English Learners Foster Youth Low Income	\$46,599.62				\$46,599.62
1	1.7	Supplies and Contracted Services	All			\$20,000.00		\$20,000.00
1	1.8	Instructional Aide for Classroom and Intervention Support for ELD	English Learners Foster Youth Low Income	\$16,648.21				\$16,648.21
1	1.9	Instructional Aide for Classroom and Intervention Support	English Learners Foster Youth Low Income	\$27,063.99				\$27,063.99
1	1.10	STEAM Room supplies	All			\$4,000.00		\$4,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Professional Development	English Learners Foster Youth	\$1,000.00				\$1,000.00
2	2.2	Counselor	English Learners Foster Youth Low Income	\$26,180.91				\$26,180.91
2	2.3	PlayWorks, Recess Program No Longer Funding						
2	2.4	Assemblies	All			\$2,600.00		\$2,600.00
2	2.5	Noon Duty Supervision	All	\$45,000.00				\$45,000.00
2	2.6	PBIS Safety & Support/Innovation	English Learners Foster Youth Low Income	\$16,465.00				\$16,465.00
3	3.1	Parent Education Nights	English Learners Foster Youth Low Income			\$1,000.00		\$1,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	\$832,395.00		0.00%		\$193,133.79	0.00%	0.00 %	Total:	\$193,133.79
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$193,133.79

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Additional Administrative Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$43,578.07	
1	1.2	Hire Instructional Assistant as Library/Media Aide	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$15,597.99	
1	1.4	Teacher on Special assignment (TOSA) at the school site level	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5		
1	1.5	Instructional Aide for Classroom and Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5		
1	1.6	Reading Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford 3-5	\$46,599.62	
1	1.8	Instructional Aide for Classroom and Intervention Support for ELD	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford K-5	\$16,648.21	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Instructional Aide for Classroom and Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford School K-5	\$27,063.99	
2	2.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Blackford TK-5	\$1,000.00	
2	2.2	Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$26,180.91	
2	2.6	PBIS Safety & Support/Innovation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford School TK-5	\$16,465.00	
3	3.1	Parent Education Nights	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$341,921.00	\$283,149.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Additional Administrative Support	Yes	\$45,428.00	\$41,518.00
1	1.2	Hire Instructional Assistant as Library/Media Aide	Yes	\$14,326.00	\$7,908.00
1	1.3	Field Trips	No	\$1,000.00	\$1,964.61
1	1.4	Teacher on Special assignment (TOSA) at the school site level	Yes	\$24,898.00	\$26,482.00
1	1.5	Instructional Aides for Classroom and Intervention Support	Yes	\$66,061.00	\$77,279.00
1	1.6	Reading Intervention Teacher	Yes	\$45,716.00	\$49,637.00
1	1.7	Supplies and Contracted Services	No	\$30,000.00	\$4,860.00
2	2.1	Professional Development	Yes	\$3,000.00	\$1,040.00
2	2.2	Counselor	Yes	\$25,257.00	\$22,860.00
2	2.3	PlayWorks, Recess Program	No	\$41,000.00	\$14,280.00
2	2.4	Assemblies	No	\$4,000.00	\$2,387.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Noon Duty Supervision	No	\$39,235.00	\$32,389.87
3	3.1	Parent Education Nights	Yes	\$2,000.00	\$543.14

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$133,727.00	\$122,963.00	\$10,764.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Additional Administrative Support	Yes	\$45,428.00	\$41,518.00		
1	1.2	Hire Instructional Assistant as Library/Media Aide	Yes	\$14,326.00	\$7,908.00		
1	1.4	Teacher on Special assignment (TOSA) at the school site level	Yes				
1	1.5	Instructional Aides for Classroom and Intervention Support	Yes				
1	1.6	Reading Intervention Teacher	Yes	\$45,716.00	\$49,637.00		
2	2.1	Professional Development	Yes	\$3,000.00	\$1,040.00		
2	2.2	Counselor	Yes	\$25,257.00	\$22,860.00		
3	3.1	Parent Education Nights	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0%	0.00%	\$122,963.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the

Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and

the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from

the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

